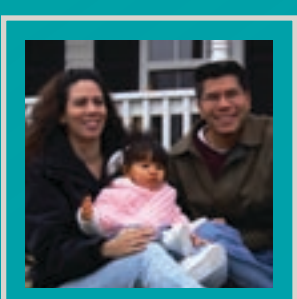
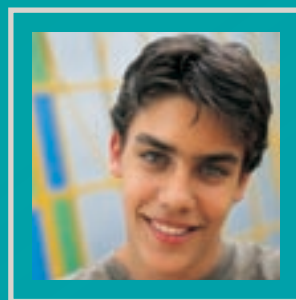




# Emergency Preparedness in the Latino Community: Training Manual for Promoters



AMAR TU VIDA  
**Latino  
Health  
INITIATIVE**  
MONTGOMERY COUNTY, MD

**APC**  
Advancing  
Public Health  
Preparedness  
Through  
Innovation  
Advanced Practice Centers

DEPARTMENT OF HEALTH AND HUMAN SERVICES  
MONTGOMERY COUNTY, MARYLAND

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# Introduction

Studies have found that Latinos and other minority communities are less likely to feel prepared for an emergency or to have an emergency plan than the public in general. The Latino Health Initiative and its health promoter program *Vías de la Salud* and the Advanced Practice Center for Public Health Emergency Preparedness of the Montgomery County Department of Health and Human Services in collaboration with the University of Maryland School of Medicine, developed, implemented, and assessed a culturally and linguistically appropriate intervention to increase awareness, knowledge, and practices regarding emergency preparedness within the low-income Latino community.

Following a literature review and eight focus group discussions, experienced *Vías* health promoters were trained using a curriculum based on the findings of the formative research and highlighting the key messages and materials of the Montgomery County Advanced Practice Center. Over a two-month period, teams of three *Vías* promoters conducted two pilot interventions at two collaborating community agencies that serve Latinos. At each site, the promoters held three educational sessions addressing “what is an emergency” and the three steps of emergency preparedness (initiate a conversation about emergencies; develop a family emergency plan; and prepare an emergency supply kit of nine essential items). Pre- and post-tests assessed the effects of the intervention on participants’ attitudes and practices and on the effectiveness of the promoter training. These data were complemented by participants’ comments on the sessions and promoters’ written reports and observations made during project meetings.

The intervention produced substantial increases in participants’ feelings that their families were prepared to deal with an emergency situation (from 8% at the pre-test to 69% at the post-test). Reported emergency preparedness practices also increased; on the final post-test 100% of participants reported having talked with their families about emergencies and having an emergency plan (compared to 23% and 33% respectively, on the pre-test). Most (90% or more) participants reported having stored water, food, and other supplies at the final post-test. Similar changes in promoter attitudes and practices were found. Participants reported that they found the sessions interesting, valuable, well-explained, very clear, and motivating. Several indicated the importance of continuing emergency preparedness education for the Latino community. Promoters also said they were satisfied with the training they received, noting it prepared them well for carrying out the intervention.

These results suggest that the promoter-led community education sessions on emergency preparedness were remarkably effective in increasing the Latino community’s readiness for emergencies. Key factors likely to have contributed to the overall success of this intervention include: a carefully designed intervention, using a limited number of messages; collaboration with trusted community agencies; ongoing supportive supervision; the skills, talents, creativity, and enthusiasm of the experienced promoters; and the trust that the *Vías* promoters enjoy in the communities where the interventions were conducted. Programs with structures and processes similar to those of *Vías* should be able to replicate the project through the use of the curriculum, related materials, and attention to other key elements of the intervention.

## **Purpose of the Curriculum**

The purpose of the curriculum is to allow programs with similar structures and processes as Vías to replicate the project and/or similar activities through the use of the curriculum, related materials, and attention to other key elements of the intervention. The curriculum is designed to train promoters in the basic elements of emergency preparedness in the Latino community. It includes key concepts and messages, the use of educational materials, conduct of group interventions, and documentation of activities.

## **Objectives of the Intervention**

The activities of the promoters have the following objectives:

- Increase knowledge about possible emergencies and appropriate responses among the Latino population.
- Increase knowledge about planning and preparedness for emergencies, including emergency supply kits and “shelter in place.”
- Increase appropriate practices for emergency preparedness among the Latino community.
- Develop culturally and linguistically appropriate educational interventions on emergency preparedness.
- Strengthen County capacities in supporting and carrying out educational programs on emergency preparedness for Latinos who reside in Montgomery County.

The curriculum is oriented toward Latinos with previous experience and training as health promoters or community workers. The methodologies are designed for a group of 12 to 15 participants.

## **Objectives of the Curriculum**

### **Main Objective:**

After participating actively in the 3 training sessions, the promoters will have the knowledge and skills necessary to plan and carry out educational sessions on emergency preparedness for individuals and groups.

### **Specific Objectives:**

The promoters will have the following knowledge:

- What is the Emergency Preparedness Project
- The 3 steps in emergency preparedness
- The themes a family should have a conversation about regarding emergency preparedness
- How to make an emergency preparedness plan
- The 9 essential items in an emergency supply kit
- How and where to get information in emergency situations

The promoters will have the following skills:

- Transmit key messages on emergency preparedness in a group or one-on-one educational session
- Motivate dialogue about emergency preparedness
- Complete and turn in the forms needed to document their work

The concepts, key messages, and practices promoted in the curriculum come from the Advanced Practice Center, recommendations from other authorities in emergency preparedness, and the results of 8 focus groups with the Latino community.

### **Popular Education**

Changing individual attitudes and behaviors is necessary for the Latino community to be able to prepare adequately for emergencies. Nevertheless, it is not sufficient. Barriers such as poverty and discrimination as well as the perception that other issues, such as gang violence and the current anti-immigrant climate, are emergencies of greater importance to the Latino community that also need to be addressed. This is why the methodologies emphasize group participation. Expressing and critically analyzing ideas and exploring strategies can help our community deal with the cultural, social, economic, and political barriers to emergency preparedness.

### **How to Use the Curriculum**

The curriculum has a total of 12 hours of instruction. It is organized in 3 sessions, 4 hours each. The activities in each session represent the minimum necessary to achieve the objectives of the training.

It is not necessary to following the instructions in the curriculum exactly. Themes or content and methods can be changed, replacing them with others or eliminating them to adjust the training to the participants. Since each group is different, the facilitators should be creative and adapt the curriculum to the needs of their group. Local human resources such as bilingual personnel from the local health department, agencies that provide services related to emergency preparedness and other groups should be used, in order to present the reality of the community.

### **Organization of the Curriculum**

Each training session is divided into activities. Each activity is organized in the following manner:

- **Methodology:** the type of activity
- **Learning Objectives:** the specific and measurable knowledge and skills that the participants are expected to achieve by the end of the activity
- **Time:** the minutes the activity takes
- **Materials:** the materials needed to carry out the activity. Materials such as handouts for participants and transparencies for use with a projector are included.



- Preparation: what the facilitator should do before beginning the activity.
- Procedure: step-by-step description of what the facilitator does to carry out the activity

### **About the Complementary Materials**

This manual is only one of the tools needed to replicate the Project. The materials below are a fundamental part of the training and the community interventions:

Brochure: *Everybody Ready*

Brochure: *Plan 9*

Poster: *Plan 9*

Flip chart: *Plan 9*

*Simple Answers to Basic Questions about Emergency Preparedness: Information for Promoters*

These materials are available for downloading in “.pdf” format at the Advanced Practice Center Web site: [www.montgomerycountymd.gov/apc](http://www.montgomerycountymd.gov/apc)

### **About the Educational Methodologies**

The educational methodologies used in the curriculum are designed to promote participation by everyone. Adults learn better when the material is important and relevant to their lives. Each participant brings countless experiences and knowledge. Every person has something to learn and to teach in these processes. This is why educational methodologies that encourage reflection based on participants’ experiences are used. These educational methodologies include:

#### **Icebreakers and other activities to stimulate participation**

Icebreakers and similar activities help participants get to know each other and create an informal and friendly atmosphere. They are also useful to stimulate the group members at times when they are weary or when some small distraction is needed. Participatory activities can also be used to evaluate training sessions.

#### **Role play / practice**

All promoters need ample opportunities to practice their educational and communication work in a supportive environment before they carry it out in their communities. Role play gives them the opportunity to have several experiences and increases their confidence in being a “good promoter.”

Every time that role play is done, explain the purpose of the activity and demonstrate the activity to the participants before they try it. Establish the norms for the activity: “Perfect” performance is not expected, and the “observers” should make positive comments and focus their feedback on the performance, not on the characteristics of the person who is role playing the promoter. Always ask the person whose role was playing the promoter first:

- What worked well in the interaction?
- What would you like to do differently?



Then, ask the person role playing the “client” or audience her/his reaction to the experience. Finally, ask the “observers” to comment.

## **Brainstorming**

Brainstorming is a methodology that encourages participants to give their opinions about a theme, based on their experiences. The facilitator asks open-ended questions and requests the group’s answers. Each answer is written on a flip chart or blackboard, without comment. After everyone has given ideas, the group discusses and analyzes the theme, based on the noted suggestions and comments.

## **Games**

Games are used to communicate an idea or to promote discussion. Games also help motivate the group and encourage participants to share their experiences and learn from each other. Games imply much more preparation on the part of the coordinator or facilitator. It is important to prepare games in advance. They should be fun and informational at the same time.

## **Small group activities**

Many of the curriculum activities suggest work in small groups, no larger than 6 people. The purpose is to give all participants the opportunity to contribute, give opinions, and learn in order to facilitate the educational process.

## **Discussion**

The facilitator can direct the discussion of a theme using open-ended questions and group responses. This activity is more effective than a lecture given by the facilitator. It also helps to take into account the experience of each participant. Before beginning a discussion, the most important points to be addressed should be prepared. If the group does not mention these points, the facilitator should bring them to the discussion in order to achieve the learning objectives.

## **Preparation for the Training**

The facilitator or coordinator should be well prepared before beginning the training. Review the instructions for each activity and prepare the materials in advance. In some cases, a second facilitator may be needed.

The content of the modules and activities need to be adapted or adjusted according to the objectives and the Project situation in which the promoters are working.

This curriculum is not a comprehensive manual of all the information needed for training promoters to help educate the Latino community on emergency preparedness. There are many other materials that can be used as references or to enrich the content of the training. The curriculum has a list of sources of additional information.

# Activities in the Curriculum

## First Training Session

Activity	Time (minutes)
1. Icebreaker	30
2. Pre-test	15
3. Welcome: Introduction to the Project	40
4. Our Norms for the Training	5
5. Demonstration (Model) of an Educational Intervention on Emergency Preparedness	90
6. Analysis of the Educational Intervention	45
7. Closing	15
Lunch	30
TOTAL	270 (4½ hours)

## Second Training Session

Activity	Time (minutes)
8. Homework Review	60
9. Preparing for Emergencies	60
10. Practicing the Group Educational Intervention	105
11. Closing	15
Lunch	30
TOTAL	270

## Third Training Session

Activity	Time (minutes)
12. Homework Review	60
13. The Report: Documenting the Educational Interventions	60
14. Practicing the Group Education Intervention	90
15. Post-test	15
16. Closing	15
Lunch	30
TOTAL	270

# ***Activity 1: Icebreaker***

**Methodology:** Icebreaker

**Learning Objectives:**

**Knowledge**

- State participants' names and other characteristics

**Time:** 30 minutes

**Procedure:**

1. Welcome participants. Introduce facilitators and their roles.
2. Explain that they will do an activity to get to know each other better.
3. Divide the participants into pairs who do not know each other (or who are not from the same agency).
4. They have 5 minutes to interview each other, asking:
  - Name
  - Agency
  - Length of time as promoter and topics that s/he addresses as promoter
  - What the promoter's family has done to prepare for an emergency.
5. After 5 minutes, the two present themselves to the larger group, telling what they have learned.

## ***Activity 2: Pre-test***

**Methodology:** Written pre-test

**Purpose:** Establish baseline of promoter knowledge and skills

**Time:** 15 minutes

**Materials:**

- Pre-test

**Preparation:**

- Make photocopies of the pre-test

**Procedure:**

1. Explain the purpose of the pre-test is to learn or measure if the training has done a good job: it is not to measure the knowledge of participants. We will repeat the pre-test when all the training sessions are completed to see if we have successfully transmitted the information and skills that the promoters need to do a good job.
2. Explain that all the contents of the pre-test will be covered during the training sessions.
3. Distribute the pre-test (or refer participants to it in their folders) and allow 10 minutes to complete it.

# Pre-Test

## Write True or False for each statement:

- \_\_\_\_\_ An emergency plan should name two family meeting places: 1) directly outside the house in the event of a sudden emergency like a fire; and 2) outside the neighborhood.
- \_\_\_\_\_ It is not necessary to prepare for an emergency. The government and rescue organizations will help in such cases.
- \_\_\_\_\_ Being prepared for possible emergencies can mean the difference between a tragedy and survival.
- \_\_\_\_\_ An emergency preparedness plan should name a friend or relative who does not live in Maryland, Virginia or DC to be the "family contact."
- \_\_\_\_\_ Shelters for victims of emergencies accept pets.
- \_\_\_\_\_ In any emergency, the best thing to do is to evacuate the area.
- \_\_\_\_\_ The first step in making an emergency preparedness plan is to prepare an emergency supply kit.
- An emergency supply kit should have 9 essential items. Mark the 3 of the following that are not essential.

Water

Compass

Food

Clothing

Prescription medication

Candles and matches

Flashlight and extra batteries

Manual can opener

Personal hygiene items

Tent

First aid items

Battery-powered radio

## Circle the answer that corresponds to your situation.

- I feel that my family is prepared to deal with an emergency (for example, a flood, hurricane, disease outbreak, fire, or terrorist attack).  
Yes                      More or less                      No
- My family has had a conversation about possible emergency situations and how to prepare for them.      Yes                      No
- My family has an emergency preparedness plan.                      Yes                      No
- My family has stored water for emergency situations.                      Yes                      No
- My family has stored food for emergency situations.                      Yes                      No
- My family has stored other items for emergency situations.      Yes                      No

Which items?

- I know the emergency plans of my children's schools or day care centers.  
Yes                      No                      I do not have children who live with me
- Please write the information you would like to have to help your family and the Latino community prepare for emergencies.

# **Activity 3**

## **Welcome: Introduction to the Project**

**Methodology:** Presentation and group discussion

### **Learning Objectives:**

- **Knowledge:**
  - State the objectives of the project
  - State the agencies participating in the project
  - State the main activities of the project
  - State the objectives of the training
  - State the roles and responsibilities of the promoter
  - State persons to whom the promoters should turn in cases of doubt, problems, etc. (supervisors)
- **Skills:**
  - Identify own training needs (knowledge and skills)

**Time:** 40 minutes

### **Materials:**

- Daily Agenda
- Calendar of Training Sessions
- Project Objectives
- Agencies Participating in the Project
- Training Objectives
- Roles and Responsibilities of the Promoter
- Brochures and other materials about the agencies and the project
- *Simple Answers to Basic Questions about Emergency Preparedness*

### **Preparation:**

- Make the transparencies.
- Obtain the brochures and other project materials.
- Make photocopies of the transparencies to distribute to participants.

### **Procedure:**

1. Review the daily agenda and request clarifications.

2. Show the transparency *Project Objectives*; summarize the project. Point out Agencies Participating in the Project.
3. Show the transparency *Training Objectives*; explain the purpose of the training is:
  - To prepare the promoters to fulfill their roles and responsibilities in the Project, which are to provide culturally and linguistically appropriate information and education on emergency preparedness.
4. Explain that to do this, there will be 3 training sessions; distribute the calendar of training sessions.
5. Show the transparency *Roles and Responsibilities of the Promoter* and review each responsibility, asking for comments and questions.
6. Remind participants that the training deals with the knowledge and skills that the promoters need to fulfill these responsibilities and duties.
7. Refer participants to the brochures and other materials in their folders or information packets.
8. Ask for questions and clarify doubts.
9. Explain the purpose of *Simple Answers to Basic Questions about Emergency Preparedness* and tell them that their homework is to read it.



# Project Objectives

## **The activities of the promoters have the following objectives:**

- Increase knowledge about possible emergencies and appropriate responses among the Latino population.
- Increase knowledge about planning and preparedness for emergencies, including emergency supply kits and “shelter in place.”
- Increase appropriate practices for emergency preparedness within the Latino community.
- Develop culturally and linguistically appropriate educational interventions on emergency preparedness.
- Strengthen County capacities in supporting and carrying out educational programs on emergency preparedness for Latinos who reside in Montgomery County.

## **Agencies participating in the project**

### **County:**

- Advanced Practice Center/Public Health Emergency Preparedness and Response Program

### **Promoter component:**

- Latino Health Initiative
- *Vías de la Salud* Health Promoter Program
- University of Maryland

### **Community agencies:**

- Linkages to Learning / Highland Elementary School
- Montgomery Housing Partnership /Amherst Square

# Training Objectives

## **Main Objective:**

After participating actively in the 3 training sessions, the promoters will have the knowledge and skills necessary to plan and carry out educational sessions on emergency preparedness for individuals and groups.

## **Specific Objectives:**

The promoters will have the following **knowledge**:

- What is the Emergency Preparedness Project
- The 3 steps in emergency preparedness
- The themes a family should have a conversation about regarding emergency preparedness
- How to make an emergency preparedness plan
- The 9 essential items in an emergency supply kit
- How and where to get information in emergency situations

The promoters will have the following **skills**:

- Transmitting key messages on emergency preparedness in a group or one-on-one educational session
- Motivating dialogue about emergency preparedness
- Completing and turning in the forms needed to document their work

# Promoter Roles and Responsibilities

## **The main role of the promoter is:**

To provide information and education which respects the culture and language of the community, in order to improve knowledge about emergency preparedness.

## **To achieve this, the promoters will:**

Give information in one-on-one and group interventions about:

- What is a public emergency
- The importance of emergency preparedness
- How to make an emergency preparedness plan
- How to prepare an emergency supply kit

## **The promoters will carry out the following activities:**

- Plan and carry out one-on-one and group educational sessions
- Plan for and attend special events, such as health fairs
- Meet regularly to plan, organize, and evaluate the educational activities for the Latino community and to receive ongoing supervision
- Complete and turn in the forms needed to document their work

## **The promoters have the right to:**

- Receive the training and supervision needed to feel satisfied and capable in their work
- Participate in the development of outreach strategies
- Expect an incentive / stipend if they fulfill the goals established by the promoters and the agency.

(Adapted from “Descripción del Trabajo de una Persona Promotora de Salud de CASA de Maryland”)

# ***Activity 4***

## ***Our Norms for the Training***

**Methodology:** Group analysis

**Learning Objectives:**

- **Knowledge:**
  - State the norms or rules regarding behaviors established by the participants
  - Explain the importance of norms for the training
- **Skills:**
  - Work as a team
  - Create mutually supportive relationships

**Time:** 5 minutes

**Materials:** Flip charts and markers

**Preparation:** None

**Procedure:**

1. Ask the participants to suggest norms or rules regarding behavior that all the participants should follow during the training. Explain that these will help achieve our objectives. (See example below.)
2. Establish consensus
3. Summarize, using the main message:
  - The rules established by the group contribute to learning because they create a pleasant and orderly environment.

**Examples of norms or rules**

- All the participants are welcome to participate.
- The participants and the facilitators have equal responsibilities in creating an environment where everyone feels free to participate and contribute.
- All the participants (including the facilitator) will listen with open hearts and minds.
- Everyone's opinion is respected—disagreements are welcome, but they should be non-judgmental.
- Everyone has the right not to answer any question.
- The participants will help maintain the group spirit.

- Information about individuals who are not in the training should not be revealed; personal information about participants should not be discussed outside the training.
- All questions are valid. The informational needs of the participants must be respected.
- Interruptions (phone calls, cell phones, etc.) should be kept to a minimum.
- All participants are committed to arriving on time and attending all training sessions.
- All participants are responsible for keeping the training site clean and in the condition in which they found it.

# ***Activity 5: Demonstration (Model) of an Educational Intervention on Emergency Preparedness***

**Methodology:** Demonstration

## **Learning Objectives:**

- **Knowledge:**
  - State the key messages that should be transmitted in a group educational intervention.
  - State the materials that should be used in a group educational intervention.
  - State the steps to follow in presenting an educational session on emergency preparedness.
- **Skills:**
  - Transmit key messages in a group educational intervention.
  - Use audiovisual materials to support and reinforce key messages.
  - Motivate questions and participation.
  - Use communication skills (active listening, using simple language, summarizing, asking open-ended questions, etc.).

**Time:** 90 minutes

## **Materials:**

- Brochures and flip chart from Advanced Practice Center
- Box with 9 essential items for emergencies
- An Educational Session
- Key Messages
- Simple Answers to Basic Questions

## **Preparation:**

- Obtain the materials.
- Rehearse the demonstration.

## **Procedure:**

1. The facilitators (2) present a model of a group educational intervention, using the materials from the Advanced Practice Center and other sources.

2. The participants play the roles of community members.
3. The model of the group intervention follows the guidelines in *An Educational Session* and transmits the *Key Messages*.
4. The intervention can develop as a dialogue between the 2 facilitators, with questions to the audience/community. For example:
  - Facilitator A: Yolanda, I've heard that emergency preparedness is important, but I don't know what kind of emergency they're talking about.
  - Facilitator B: Good question, Alicia. Let's see what our guests have to say:
    - What is a public emergency? When does a public emergency happen?
    - (The dialogue continues according to the audience's responses, clarifying doubts using the key messages, etc.)
  - Facilitator A: Thank you. Now I understand what an emergency is and why you need to be prepared. But, what should I do to prepare?
  - Facilitator B: Look, there are 3 simple steps: (explain the 3 steps, using the flip chart).
  - Facilitator A: Yes. What should we talk about with the family?
  - Facilitator B: Why don't we ask the guests?
    - (The dialogue continues according to the audience's responses, clarifying doubts using the key messages, etc.)
  - NOTE: The demonstration should include an example of how to handle questions or information that the promoters do not know.
5. At the end, distribute the brochures and posters from the Advanced Practice Center to all participants.



# An Educational Session

## **Procedure:**

- Explain clearly the purpose of the session and how long it will last.
- Ask questions.
- Motivate people to ask questions.
- Be positive and respectful.
- Listen actively.
- Use simple language / vocabulary and your own words.
- Allow time for a friendly and informal chat.
- Use the audiovisual materials.
- Transmit the key messages.
- Summarize what you have explained.
- Ask what participants have learned.

## **Examples of questions for an educational session**

- What is a public emergency? When does a public emergency happen?
- Has anyone done anything to prepare for public emergency situations?
- Why don't people prepare for emergencies?
- What can we do to be prepared?
- What should we talk about with our families?
- What kind of information should an emergency preparedness plan have?
- What essential items or supplies do you need to have as part of emergency preparedness?
- Would someone like to summarize what they have learned?
- With whom can we share what we have learned?

# Key Messages

**A [public] emergency is any situation or event that puts a large number of people at risk of death or serious injury.**

A public emergency can be an act of God or a natural disaster—like a huge winter storm or a hurricane—or it can be manmade—like an act of terrorism. If an emergency happens, the government and rescue organizations will try to help you, but you also need to be prepared.

**It is better to lose one minute in your life, than to lose your life in one minute! You and your family can prepare for an emergency. Everybody be ready!**

Preparedness is the best response to emergency situations. Being prepared in advance can make the difference between tragedy and survival. Everyone can do certain simple things to prepare themselves and their loved ones for the unexpected.

**There are 3 steps in emergency preparedness:**

1. Start a conversation with the family about possible emergency situations and how to prepare for them.
2. Make a plan and share it with the family.
3. Prepare an emergency supply kit to help shelter in place in the event of an emergency.

Although it is impossible to predict what will happen in an emergency, or in what circumstances you may find yourself, these steps for preparing for unexpected situations are good for both natural disasters and manmade emergencies.

## **START A CONVERSATION WITH YOUR FAMILY**

- Talk about the types of emergency events that might happen and the different ways to respond to them.
- Ask a friend or relative who does not live in Maryland, Virginia or DC to be your “family contact.” Other family members can call this person and identify where they are.
- Have a local contact, too.
- Pick 2 places to meet: 1) right outside your house, in the event of a sudden emergency, such as a fire; 2) outside your neighborhood in case you can’t return home. Everyone must know the address and phone number.
- Analyze the possibilities of evacuating the area or staying put and sheltering in place.
- Know the emergency plans of your children’s school or childcare, and of your workplace.
- Consider older adults and other family members who may need special assistance.
- Plan for the care of your pets. Shelters generally do not accept animals.

## MAKE A PLAN

Gather critical information and share it with your family. All family members and your children's schools should have the following types of information:

- Personal information: name, birth date, address, phone and cell phone numbers
- Nearest relative: name, relationship, address, phone and cell phone numbers
- Local contact: name, relationship, address, phone and cell phone numbers
- Out-of-state contact: name, relationship, address, phone and cell phone numbers
- Pets care for by: name, address, phone and cell phone numbers
- Meeting places: outside your home; outside your neighborhood

## PREPARE A SUPPLY KIT: 9 ESSENTIAL ITEMS

You and your family should collect these 9 essential items to help you shelter in place in the event of an emergency. Store the kit in a safe place in your home. The authorities may recommend that you stay in your home for a few days. This kit will also be useful if the authorities give instructions to evacuate your community.

1. Water
2. Food
3. Clothes
4. Medications
5. Flashlight and batteries
6. Manual can opener
7. Battery-operated radio
8. Hygiene items
9. First aid items



## KNOW YOUR NEIGHBORS

Talk to your neighbors about how to work together in the event of an emergency. Consider how you can help the elderly, children, and others with special needs. Make plans for child care in case parents are not able to return home.

## LISTEN TO THE RADIO OR THE TELEVISION IN AN EMERGENCY

The authorities will use radio and television to communicate what steps the public should take. This is why it is very important to have a battery-operated radio, in the event electrical power goes out. Stay calm. With preparedness and information, there is no need to panic.

## **STAY INFORMED**

Knowing the kind of events that are more likely to occur in your area and knowing what to do in the event of an emergency are fundamental parts of preparedness. They can be critically important when you must act without delay. Get more information at:

Montgomery County, Maryland Advanced Practice Center for Public Health Preparedness:  
<http://www.montgomerycountymd.gov/hhstmpl.asp?url=/content/hhs/phs/APC/preparedness.asp#VulnerablePopulations>

American Red Cross:  
<http://www.redcross.org>

Centers for Disease Control and Prevention:  
<http://emergency.cdc.gov/>

Federal Emergency Management Agency:  
<http://www.fema.gov/>

Department of Homeland Security:  
<http://www.ready.gov/>  
1-800-BE-READY (1-800-237-3239)

### **By telephone:**

If you do not have access to a computer and you need more information about emergency preparedness, please call the Information Line of the Department of Health and Human Services of Montgomery County: 240-777-1245 or TTY 240-777-1295.

# **Activity 6**

## ***Analysis of the Educational Intervention***

**Methodology:** Discussion

### **Learning Objectives:**

- **Knowledge:**
  - State the key messages that should be transmitted in a group educational intervention.
  - State the materials that should be used in a group educational intervention.
  - State the steps to follow in facilitating an educational session on emergency preparedness.
- **Skills:**
  - Transmit key messages in a group educational intervention.
  - Use audiovisual materials to support and reinforce key messages.
  - Motivate questions and participation.
  - Use communication skills (active listening, using simple language, summarizing, asking open-ended questions, etc.).

**Time:** 60 minutes

### **Materials:**

- Brochures and flip chart from Advanced Practice Center
- Box with 9 essential items for emergencies
- *An Educational Session*
- *Key Messages*
- *Simple Answers to Basic Questions*

### **Preparation:**

- Obtain the materials.
- Make photocopies of *An Educational Session* and *Key Messages*.

### **Procedure:**

1. Analyze the model demonstration of the group educational intervention, asking questions such as:
  - Please comment on the presentation:
  - What did you like?
  - What was not clear?

- Was there enough time to present all the information?
  - How could we improve it?
  - What was the sequence of the presentation? Which steps did we follow?
  - How did we use audiovisual materials?
  - How did we motivate the audience to ask questions?
  - How did we deal with questions and answers from the audience?
  - How was the language/vocabulary that we used?
  - What key messages did we present?
  - What did we do when we didn't know the answer to a question?
  - How did we conclude the presentation?
2. Point out the handouts, *An Educational Session* and *Key Messages*, reviewing them and asking for questions.
  3. Explain that the promoters will do something similar in their educational interventions.
  4. Ask for comments on how they would adapt the intervention according to the circumstances: for example, doing the intervention with 3 or 4 promoters or doing the intervention one-on-one.

# Activity 7: Closing

**Methodology:** Presentation

**Time:** 15 minutes

**Materials:**

All materials distributed during the session.

**Procedure:**

1. Give the homework:
  - Read and review all the materials distributed during the session, including *Simple Answers*, *Key Messages*, and the materials from the Advanced Practice Center.
2. Explain that in the next session they will have an opportunity to ask more questions about emergency preparedness and to clarify doubts. They will also practice the group educational intervention.



# Activity 8:

## Homework Review

**Methodology:** Dialogue

**Learning Objectives:**

- **Knowledge:**
  - State the key messages that should be transmitted in a group educational intervention.
  - State the materials that should be used in a group educational intervention.
  - State the steps to follow in carrying an educational session on emergency preparedness.

**Time:** 60 minutes

**Materials:**

- Brochures and flip chart from Advanced Practice Center
- Box with the 9 essential items for an emergency supply kit
- *An Educational Session*
- *Key Messages*
- *Simple Answers to Basic Questions*

**Procedure:**

1. Greet the participants.
2. Ask who has done their homework and ask who has questions about the content of the materials.
3. Facilitate a discussion about the Project and emergency preparedness, clarifying doubts and pointing out the answers in the materials, including where they can find more information.
4. Ask:
  - Who has taken steps to prepare for an emergency?
  - What steps have you taken?
  - Who has looked for more information? What information did you look for?

# Activity 9:

## Preparing for Emergencies

**Methodology:** Game

**Learning Objectives:**

- **Knowledge:**
  - State the 3 steps in emergency preparedness.
  - State the elements in an emergency preparedness plan.
  - State the 9 essential items that a family should collect in the event that they need to shelter in place.

**Time:** 60 minutes

**Preparation:**

- Obtain the materials (or illustrations of the materials).

**Materials:**

- A box or suitcase with 20 or more objects, according to *List of Materials for the Box*

**Procedure:**

1. Place the box or suitcase on a table.
2. Give the instructions:
  - Form 2 teams of an equal number of participants. When I give the signal, one team member goes to the table and takes an object out of the box, without looking inside.
  - Your team members have 30 seconds to say how the object is related to emergency preparedness.
  - If it is one of the 9 essential items you should collect, you must say so.
  - If the answer is correct, the team gets a point. If the answer is incorrect, or if you don't give your answer within 30 seconds, the other team has the opportunity to answer.
  - If the answer is correct, the second team gets a point.
  - The teams take turns until all the objects are identified. The team with the most points in the end wins a prize.
3. Ask the first team to take out an object and explain its relationship to emergency preparedness.
4. NOTE: If neither of the 2 teams gives the correct answer, put the object aside until the end of the activity. (See *List of Materials for the Box* for the correct answers.)
5. Write each team's points on a flip chart.
6. Give the answers to the objects that were not correctly identified in the end.

7. Ask for questions and comments.
8. Ask a volunteer to say the 3 steps in emergency preparedness.
9. Ask a volunteer to say the 9 essential items in an emergency supply kit.
10. Ask for applause for the winning team.

# List of Materials for the Box

**NOTE: If real objects are not available, substitute a drawing or photograph of the object.**

<b>OBJECT</b>	<b>EXPLANATION</b>
<b>Swimsuit</b>	Not an essential item.
<b>Index card with “Mario in Florida: 907-444-8765”</b>	An emergency preparedness plan should have the information of a person who does not live in Maryland, Virginia or DC and who can be the “family contact.”
<b>Photo or drawing of a person in a wheelchair</b>	An emergency preparedness plan should take into account the elderly and other family members with special needs.
<b>Flashlight</b>	One of the 9 essential items.
<b>Copy of school system brochure on emergency preparedness</b>	An emergency preparedness plan should include information about the emergency plans of children’s schools and day care centers as well as the plans of the workplace.
<b>Batteries</b>	One of the 9 essential items, for the flashlight and the radio.
<b>Canned pet food</b>	An essential item, if the family has a pet
<b>Index card with “9-1-1” written on it</b>	In emergency situations, call 911 only if it is a matter of life or death.
<b>Bottle of water</b>	One of the 9 essential items. NOTE: Explain that one gallon per day per person for 3 days is needed.
<b>A candle</b>	Not an essential item.
<b>First aid kit</b>	One of the 9 essential items.
<b>Soda (or beer, if appropriate) bottle</b>	Not an essential item.
<b>Battery operated radio</b>	One of the 9 essential items.
<b>Manual can opener</b>	One of the 9 essential items.
<b>Disposable diaper</b>	One of the essential items if there is an infant in the family.
<b>Roll of toilet paper</b>	One of the 9 essential items (personal hygiene items)
<b>Jar of peanut butter</b>	Food that does not need to be refrigerated, prepared or cooked and that need very little or no water to prepare is one of the 9 essential items.
<b>Bottle or carton of fresh milk</b>	Not an essential item. Fresh food cannot be stored for emergencies.
<b>Cosmetic (e.g., lipstick, eye shadow)</b>	Not an essential item.
<b>Empty prescription medication container</b>	One of the 9 essential items. NOTE: Explain that enough for three days is needed.
<b>Copy of APC brochure “Everybody Ready”</b>	All family members and children’s schools should have their information in this brochure (contacts, personal information, etc.)
<b>Drawing or photo of a snowstorm</b>	Part of emergency preparedness is having a conversation about the kinds of emergencies that could occur and the different ways to respond to them.

# ***Activity 10***

## ***Practicing the Group Educational Intervention***

**Methodology:** Practice / role play and analyze in small groups

### **Learning Objectives:**

- **Knowledge:**
  - State the key messages that should be transmitted in a group educational intervention.
  - State the materials that should be used in a group educational intervention.
  - State the steps to follow in conducting an educational session on emergency preparedness.
- **Skills:**
  - Transmit key messages in a group educational intervention.
  - Use audiovisual materials to support and reinforce key messages.
  - Motivate questions and participation.
  - Use communication skills (active listening, using simple language, summarizing, asking open-ended questions, etc.)

**Time:** 105 minutes (1 hour, 45 minutes)

### **Materials:**

- Brochures and flip chart from Advanced Practice Center
- Box(es) with the 9 essential items (See appendix)

### **Preparation:**

- Obtain the materials and the boxes

### **Procedure:**

1. Review briefly the demonstration and the analysis of the group intervention from the previous session, asking:
  - What was the sequence of the presentation? Which steps did we follow?
  - How did we use audiovisual materials?
  - How did we motivate the audience to ask questions?
  - How did we deal with questions and answers from the audience?
  - How was the language/vocabulary that we used?

- What key messages did we present?
  - What did we do when we didn't know the answer to a question?
  - How did we conclude the presentation?
2. Explain the purpose of the activity: to give participants the opportunity to improve their skills in conducting a group educational session on emergency preparedness.
  3. Explain that they will have the opportunity to practice in small groups. The people in the group who are not practicing the presentation will play the role of people in the community, asking questions and making comments like community members will do.
  4. The materials that the promoters can use during a presentation will be available for the practice.
  5. Form groups of 4 to 5 promoters: 2 or 3 will practice the presentation; the others will play the role of community members.
  6. They will have 40 minutes for the first practice. Then, they have 10 minutes to analyze the practice, pointing out what they liked, what they did well, and making suggestions to improve.
  7. Then they exchange roles: the promoters who played the role of community members have 40 minutes to practice their presentation and 10 minutes for analysis.
  8. Before beginning the practice, ask for questions or doubts about the activity.
  9. After the practice, ask for comments on what participants have learned and what they will do in their educational sessions.

# ***Activity 11: Closing***

**Methodology:** Presentation

**Time:** 15 minutes

**Materials:**

- All previously distributed
- Camera to take photos for promoter identification cards

**Procedure:**

1. Give the homework:
  - Carry out the 3 steps in emergency preparedness, using the educational materials distributed. Come to the next session prepared to comment on your experiences in getting ready.
  - Start a conversation with your family about possible emergency situations and how to prepare for them.
  - Make a plan and share it with your family.
  - Prepare an emergency supply kit to help you shelter in place in the event of an emergency.
2. Explain that in the next session, participants will have the chance to practice the group intervention.
3. Take a photograph of each promoter for her or his ID card, which will be distributed at the final session.



# Activity 12:

## Homework Review

**Methodology:** Dialogue

### **Learning Objectives:**

- **Knowledge:**
  - State the 3 steps in emergency preparedness.
  - State the element that an emergency preparedness plan should have.
  - State the 9 essential items for an emergency supply kit.
- **Skills:**
  - Carry out the 3 steps in emergency preparedness.
  - Analyze possible obstacles to emergency preparedness and their relationships to promoting emergency preparedness in the Latino community.

**Time:** 60 minutes

### **Materials:**

- Brochures and flip chart from Advanced Practice Center
- Box with 9 essential items for emergencies
- *Simple Answers to Basic Questions*

### **Preparation:**

- Obtain the materials.
- Make photocopies of *An Educational Session* and *Key Messages*.

### **Procedure:**

1. Ask who did their homework and request a volunteer to present her/his experiences in carrying out the 3 steps in emergency preparedness.
2. Motivate the participants to ask questions.
  - About the educational materials:
  - Did you use the materials in doing the 3 steps?
  - Did they help? How did they help?
  - About Step 1 (the conversation)
  - What was the first thing you did?
  - Who did you talk with? What did you talk about? What questions did your family have about emergency preparedness?

- Did you identify your contacts outside the area?
  - Did you ask about emergency plans at work or at school?
  - Were there questions you could not answer? Did you look for more information? Where?
  - Were there any difficulties in talking about emergencies?
  - About Step 2 (the plan)
  - What is your plan like?
  - What are your 2 meeting places?
  - Whom did you share your plan with?
  - Did you have any difficulties in making a plan?
  - About Step 3 (the 9 essential items)
  - What items did you collect?
  - What kind of food did you collect?
  - What clothing did you collect?
  - Were there any items you could not collect? Which ones and why?
  - Where did you store the items?
3. Ask for another volunteer to present his/her experiences, if there is time.
  4. Discuss the experiences in following the 3 steps in emergency preparedness. Ask questions such as:
    - According to your experiences, what kinds of difficulties or obstacles might the Latino community have in emergency preparedness and following the 3 steps?
    - What doubts or questions might the community have?
    - What are possible answers or solutions to these difficulties?
    - How can you incorporate your experiences and what you have learned into your educational interventions?

# **Activity 13:**

## ***The Report: Documenting the Educational Interventions***

**Methodology:** Presentation, case studies and practice

### **Learning Objectives:**

- **Knowledge:**
  - Describe the content and purpose of the report form.
- **Skills:**
  - Fill out the form.

**Time:** 60 minutes

### **Materials:**

- Report form
- Cases for the report

### **Preparation:**

- Make transparencies and photocopies of the *Report* form
- Make photocopies of the cases

### **Procedure:**

1. Remind the participants that is necessary to document what the promoters do (the number of people who participate in the interventions, etc.) to find out if the project objectives are being achieved.
2. Show the transparency of the *Report* and review it, item by item.
3. Point out that a report needs to be completed for each educational activity; that is, for each group session, each health fair, or each one-on-one intervention.
4. Ask for questions and clarify doubts; explain that participants will have the opportunity to practice filling out the *Report*.
5. Divide the participants in 4 groups. Give each group one case and one *Report* form.
6. Ask the groups to read the case and complete the form according to the information in the case.
7. Circulate among the groups and clarify doubts.
8. Allow 20 minutes; bring the participants back together, and ask each group to present its case and tell how the group completed the form.
9. Summarize the activity, clarify misunderstandings and make suggestions.

# Report

## *Educational Activities on Emergency Preparedness*

**Promoter names:**

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**Number of promoters:** \_\_\_\_\_

**Date of Activity:**    \_\_\_\_/\_\_\_\_/\_\_\_\_  
                                 Month   Day            Year

**Neighborhood where activity was carried out: (check one)**

- ☐ Langley Park    ☐ Wheaton            ☐ Silver Spring    ☐ Gaithersburg    ☐ Rockville  
☐ Long Branch    ☐ Takoma Park    ☐ Other (Which?) \_\_\_\_\_

**Type of activity:**

- ☐ Group session    ☐ Individual (one-on-one)    ☐ Brief contact (e.g., health fair)

**Place where activity happened:** \_\_\_\_\_

**Type of place: (check one)**

- |   |   |
|---|---|
| <input type="checkbox"/> Private home             | <input type="checkbox"/> Park/public area       |
| <input type="checkbox"/> Street / street corner   | <input type="checkbox"/> School                 |
| <input type="checkbox"/> Church                   | <input type="checkbox"/> Clinic /health service |
| <input type="checkbox"/> Community service agency | <input type="checkbox"/> Other _____            |
| <input type="checkbox"/> Business                 |   |

**Duration of the activity** \_\_\_\_\_ minutes

**Participants**

- Total number of participants
- Number (or estimate) of Latino participants
- Number (or estimate) of child participants (0 – 12 years)
- Number (or estimate) of youth participants (13 – 20 years)
- Number (or estimate) of adult participants (over 21 years)

**Materials / incentives distributed**

Number (or estimate) of “Everybody Ready” brochures

Number (or estimate) of “Plan 9” brochures

Number (or estimate) of “Plan 9” posters

Number (or estimate) of other materials (specify below)

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**\_\_\_\_ Comments**

(Participants’ most common questions or doubts; problems with the group; etc.)

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# Cases for the Report

## Case 1

Saturday, January 25, 2007, 5 promoters (Alberto, Inés, Rigoberto, Rosario, and Betty) went to the health fair sponsored by the Centro Católico in Langley Park. There they put up a table with all the campaign materials; they took 100 *Plan 9* brochures, and 100 *Everybody Ready* brochures. They also took samples of the 9 essential items for an emergency supply kit. They talked to many people during the 4 hours. To motivate people to visit the table, 3 promoters circulated among the people at the health fair, encouraging them to visit the table and handing out bookmarks. At the end of the day, there were no materials left.

## Case 2

Sunday, November 4, 2007, Lourdes and Hilda went to the laundromat SuperWash in Rockville and talked to the customers there for 2 hours. They think they talked to at least 20 people, including adults and children. With some, they had a long conversation, and with others, they only gave out the brochure *Everybody Ready* and encouraged them to follow the steps in the material. They took 50 copies of the brochure *Plan 9*; there were 27 copies remaining when they left.

## Case 3

May 14, 2007, 2 promoters (Gloria and Marta) held a 45 minute group session at Sacred Heart Church. The 2 promoters circulated a sign-in list; 33 people signed in, but they estimated that there were at least 40 people at the session. They were all adults, and almost all were Latinos, but there was one woman from Mozambique. The 2 promoters gave a presentation about emergency preparedness using the flip chart. Then they had a group discussion. At the end, they gave each participant a *Plan 9* poster. During the discussion, a man asked if meningitis was a disease that could cause a public health emergency. The promoters say they would find out the information for him.

## Case 4

October 23, 2007, Rosa, a promoter, held an educational session in her home with Elena, another promoter. Five people came to the session: Rosa's neighbors Mr. Perez, 57 years old, and his wife, Mrs. Pérez, 49, her friend Juana, 35, and her two children who go to Rolling Terrace Elementary School. All of them have lived in the United States for almost 10 years. At the session, they drank some juice and ate some crackers while they talked about emergency preparedness. To start the discussion, Rosa showed the campaign poster. Everyone thought it was very interesting, but Juan said she didn't know the emergency plan at her children's school and she did not know how to get the information. The session lasted about 1 hour. The promoters gave the brochures to the adults and bookmarks to the children.

# ***Activity 14: Practicing the Group Educational Intervention***

**Methodology:** Practice / role play and analysis in small groups

## **Learning Objectives:**

- **Knowledge:**
  - State the key messages that should be transmitted in a group educational intervention.
  - State the materials that should be used in a group educational intervention.
  - State the steps to follow in presenting an educational session on emergency preparedness
- **Skills:**
  - Transmit key messages in a group educational intervention.
  - Use audiovisual materials to support and reinforce key messages.
  - Motivate questions and participation.
  - Use communication skills (active listening, using simple language, summarizing, asking open-ended questions, etc.)

**Time:** 90 minutes (1 hour, 30 minutes)

## **Materials:**

- Brochures and flip chart from Advanced Practice Center
- Box(es) with the 9 essential items (See appendix)

## **Preparation:**

- Obtain the materials and the boxes.

## **Procedure:**

1. Review briefly the group intervention practice from the previous session.
2. Ask:
  - How would you do it differently now that you have had your own experiences in carrying out the 3 steps?
  - What new or different information would you include in your presentation?
3. Explain that they have another opportunity to improve their skills in conducting an educational session on emergency preparedness.

4. Give these instructions:
  - Form groups of 4 to 5 promoters: 2 or 3 will practice the presentation; the others will play the role of community members.
  - The materials that the promoters can use during a presentation will be available for the practice
  - They will have 30 minutes for the first practice. Then they have 10 minutes to analyze the practice, pointing out what they liked, what they did well, and making suggestions to improve.
  - Then they exchange roles: the promoters who played the role of community members have 30 minutes to practice their presentation and 10 minutes for analysis.
  - Before beginning the practice, ask for questions or doubts about the activity.
5. After the practice, ask for comments on what participants have learned and what they will do in their educational sessions.



## ***Activity 15: Post-Test***

**Methodology:** Written post-test

**Purpose:** Determine changes in promoters' knowledge and skills

**Time:** 15 minutes

**Materials:**

- Post-test

**Preparation:**

- Make photocopies of the post-test

**Procedure:**

1. Explain that the purpose of the post-test is to learn or measure whether the training has done a good job: it is not to measure the knowledge of participants.
2. Distribute the post-test (or refer participants to it in their folders), and allow 10 minutes to complete it.

# Post-Test

**Write True or False for each statement:**

1. \_\_\_\_\_ An emergency plan should name two family meeting places: 1) directly outside the house in the event of a sudden emergency like a fire; and 2) outside the neighborhood.
2. \_\_\_\_\_ It is not necessary to prepare for an emergency. The government and rescue organizations will help in such cases.
3. \_\_\_\_\_ Being prepared for possible emergencies can mean the difference between a tragedy and survival.
4. \_\_\_\_\_ An emergency preparedness plan should name a friend or relative who does not live in Maryland, Virginia or DC to be the "family contact."
5. \_\_\_\_\_ Shelters for victims of emergencies accept pets.
6. \_\_\_\_\_ In any emergency, the best thing to do is to evacuate the area.
7. \_\_\_\_\_ The first step in making an emergency preparedness plan is to prepare an emergency supply kit.
8. An emergency supply kit should have 9 essential items. Mark the 3 of the following that are not essential.

Water

Compass

Food

Clothing

Prescription medication

Candles and matches

Flashlight and extra batteries

Manual can opener

Personal hygiene items

Tent

First aid items

Battery-powered radio

**Circle the answer that corresponds to your situation.**

9. I feel that my family is prepared to deal with an emergency (for example, a flood, hurricane, disease outbreak, fire, or terrorist attack).  
 Yes                      More or less                      No
10. My family has had a conversation about possible emergency situations and how to prepare for them.      Yes                      No
11. My family has an emergency preparedness plan.                      Yes                      No
12. My family has stored water for emergency situations.                      Yes                      No
13. My family has stored food for emergency situations.                      Yes                      No
14. My family has stored other items for emergency situations.      Yes                      No

Which items?

15. I know the emergency plans of my children's schools or day care centers.  
 Yes                      No                      I do not have children who live with me
16. The 3 training sessions gave me the information that I need to help my family and the Latino community to prepare for emergencies.  
 Yes                      More or less                      No

Explain:

# ***Activity 16: Closing***

**Methodology:** Presentation

**Time:** 15 minutes

**Materials:**

- Certificates of completion for the training on Emergency Preparedness for Health Promoters (signed by the appropriate authorities)
- Promoter identification cards

**Procedure:**

1. Congratulate the promoters for completing the training and give out the certificates and ID cards.
2. Clarify any questions and remind them of the next steps.



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
MONTGOMERY COUNTY, MARYLAND

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